Supporting Unfinished Learning

Amanda Malone and Summeral Newman

MDE Literacy Coaches

mdek12.org

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- Identify students with unfinished learning and determine specific deficits for targeted instruction

- Define acceleration and determine its research-based purpose

- Explore options for preparation and implementation of accelerated instruction

- Use the MDE's Vertical Progression Document to support the planning of accelerated instruction
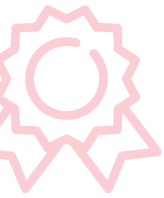
1 **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 **EVERY** Student Graduates from High School and is Ready for College and Career

3 **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 **EVERY** School Has Effective Teachers and Leaders

5 **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 **EVERY** School and District is Rated "C" or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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- Silence your cell phones

- Please check and/or reply to emails during the scheduled breaks

- Be an active participant

- Do not hesitate to ask questions

Accelerated Instruction

**Who needs it?
How do we identify them?**

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Use the QR code or go to www.menti.com and use the code 6237 2512. We will discuss two questions.

Question 1: In your teaching career (PRE-PANDEMIC), name a challenge that your students have faced year-after-year. Click "submit" but leave the menti.com website open to answer the next question.

Question #2: In the last two school years, name a challenge that your students have faced that we have not had to deal with in education before. Click submit, and you may exit the website.
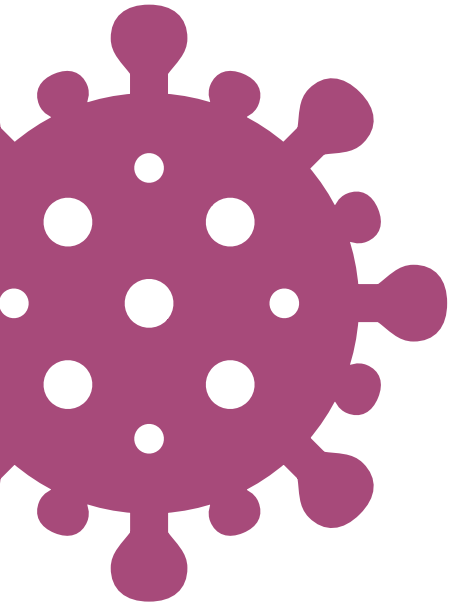
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Question #1:

- Discuss some of the challenges mentioned.
- Are these challenges the same in each school/district?
- Have any of these challenges disappeared or become easier?

Question #2:

- Discuss some of the new challenges that have been added.
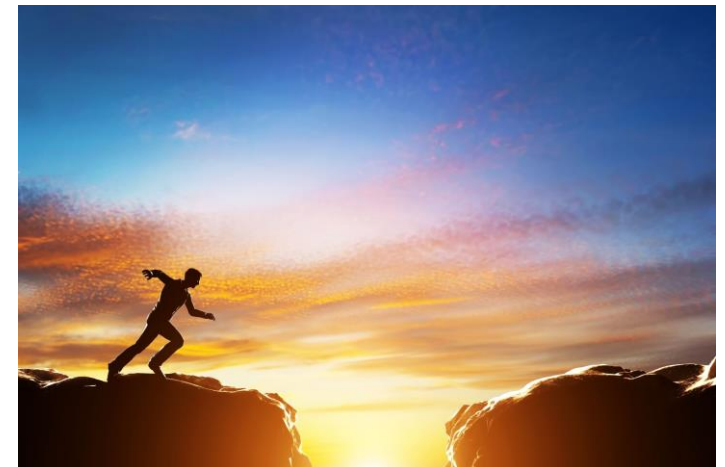- Are there any solutions to these challenges?

In many schools and classrooms, the knowledge gap is wider than it has ever been.

Students who are most at risk are those:

- of color

- in low-income families

- who are English learners

- with learning differences
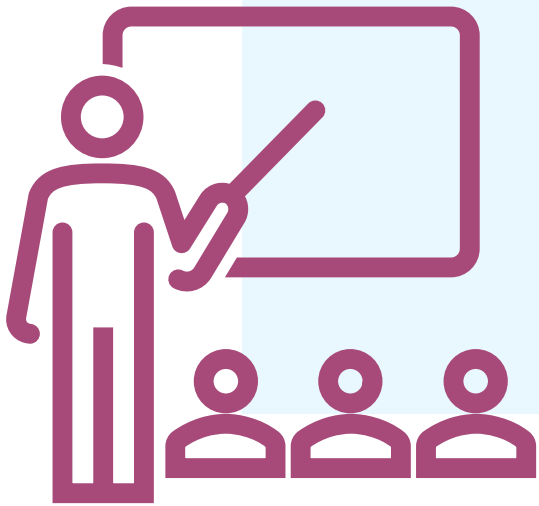
(Czupryk, Bailey Cato, 2020)

Students who have been retained

Those promoted to 4th grade based on a Good Cause Exemption*

Students who have been previously identified as having a significant reading deficiency

- What universal screener do you use at your school?

- Which reports do you use to identify key areas for support?

- How are you utilizing this data during data meetings and/or planning?

- Utilize multiple data points to make all academic decisions

- Data to assist with grade-appropriate acceleration planning should include:

     State Assessments

     Universal Screeners

     Diagnostic Assessments

- Review grade-level, classroom, and individual screening data
- Reflect on current instructional practices and methods of delivery
- Identify possible areas of unfinished learning

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Grade-level Diagnostic Results

Placement by Domain

Domain	
Phonological Awareness (PA)	
Phonics (PH)	
High-Frequency Words (HFW)	
Vocabulary (VOC)	
Comprehension: Literature (LIT)	
Comprehension: Informational Text (INFO)	

Classroom Diagnostic Results

Overall Placement

Students Assessed/Total: **59/69**

| 2% | 7% | | 24% | | 25% | | | 42% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
1 Student	**4 Students**	**14 Students**	**15 Students**	**25 Students**
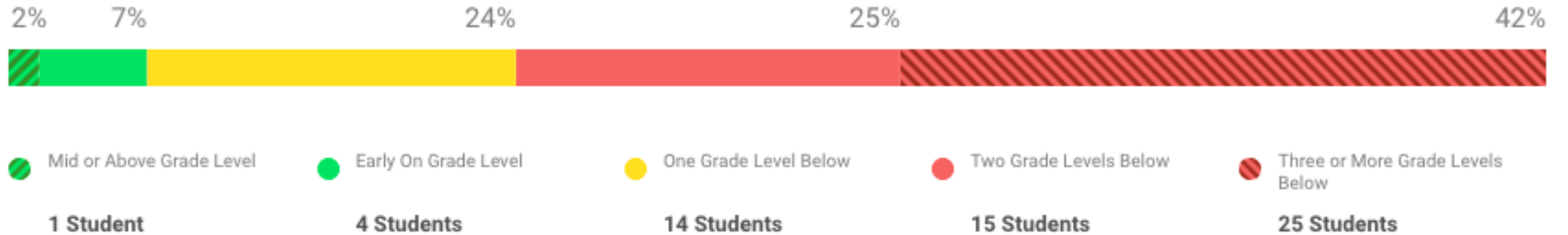
Student Diagnostic Results

Overall   🟡 Grade 2 (498)
Standard Error +/- 10

Domain	Placement ⓘ	Can Do & Next Steps
Phonological Awareness*	🟢 Tested Out	⬇
Phonics*	🔴 Grade 1	⬇
High-Frequency Words*	🟢 Tested Out	⬇
Vocabulary	🟡 Grade 2	⬇
Comprehension: Literature	🟢 Early 3	⬇
Comprehension: Informational Text	🟢 Early 3	⬇

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State Standards Mastery – Class Report

Foundational Skills

34	35	34	34	32	33	33	31	32	31
64	64	64	64	62	63	63	60	61	61
88	88	88	88	87	87	87	86	87	86
30	27	32	28	27	32	27	26	26	26

Informational Text

24	21	15	27	21	11	24	19	19	27
47	46	36	56	48	27	52	45	44	56
74	76	67	84	79	55	81	76	76	84
24	21	19	23	20	18	21	18	18	23

Language

33	36	34	30	32	28	23	31	27	39
60	63	61	59	58	57	46	60	55	67
84	86	85	85	83	84	74	86	83	88
28	24	28	25	28	24	23	26	23	25

Literature

29	22	32	23	25	26	24	20	10	
56	48	59	51	53	49	52	45	25	
82	78	84	81	82	74	82	77	55	
24	21	22	21	22	20	21	18	24	

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Student Mastery Dashboard

How Screeners and Diagnostics Lead to Identification of the Lowest Deficit Skill
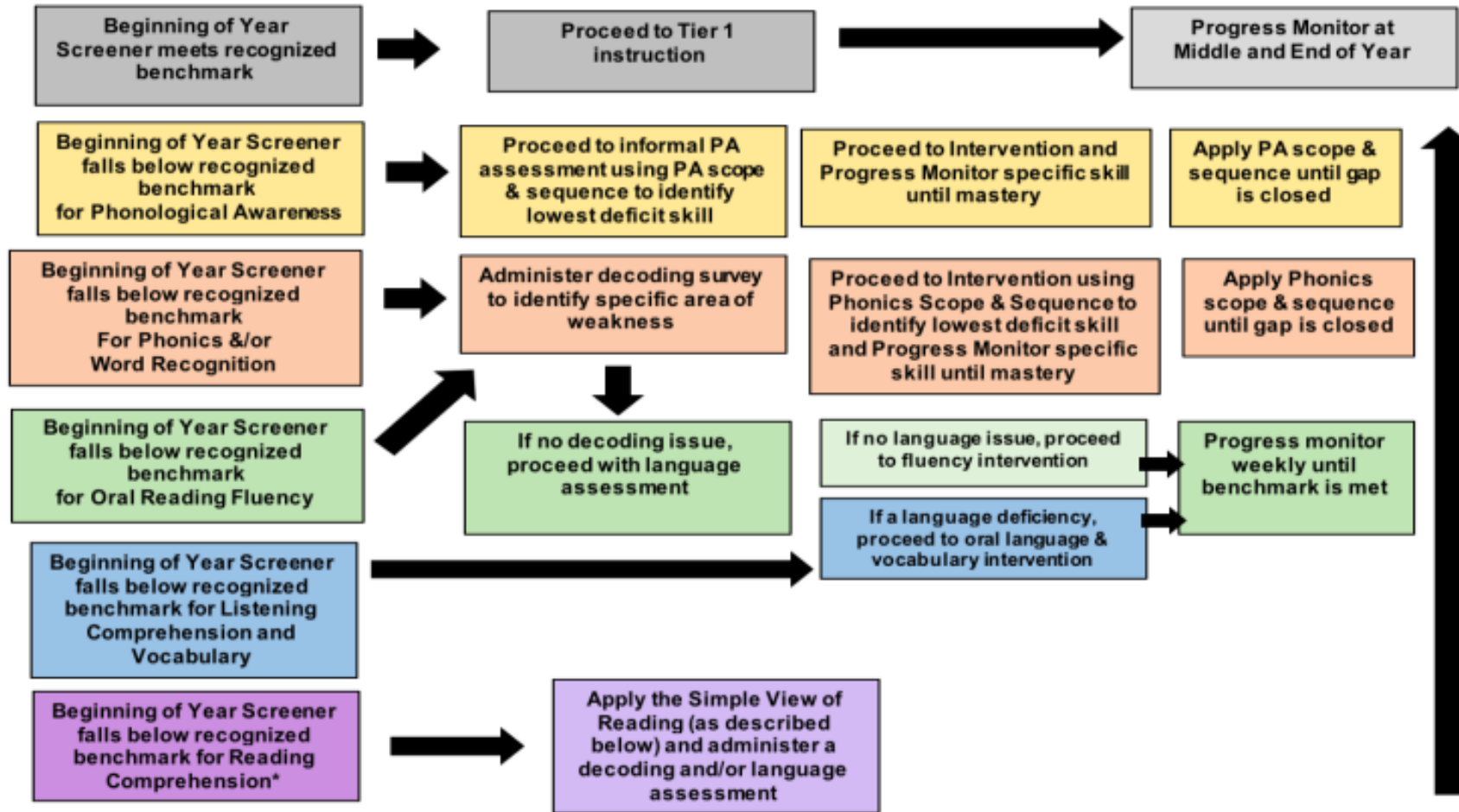
- **Phonological Awareness (PA)**:
  - Literacy Resources Incorporated (LRI)
  - Phonological Awareness Skills Test (PAST)
  - Cool Tools Phonological Awareness Survey
  - https://heggerty.org/downloads/
- **Phonics/Word Recognition**:
  - LETRS Phonics and Word-Reading Survey
  - Quick Phonics Screener (QPS)
  - Really Great Reading Diagnostic Decoding Survey
- **Oral Reading Fluency (ORF)**
  - DIBELS
  - Cool Tools Informal Reading Assessments

Utilizing the sample data at your table,

- Determine the student's deficit area

- Identify what diagnostic assessment would be needed to narrow instructional focus

You can utilize the
Universal Screener Companion Guide
to determine which diagnostic assessments are needed to isolate specific deficiencies.

Acceleration

Why is it needed?
What is it?

Remediation and retention focus on below-grade-level skills, resulting in students falling further and further behind.

Students who are retained or provided with remediation are at risk of never successfully completing grade-level work.

Remediation and retention decrease students' self-confidence and engagement.

Remediation reacts to learning deficits rather than being proactive to them.

While trying to bridge the gap for students with unfinished learning, we must ensure that students continue to have access to:
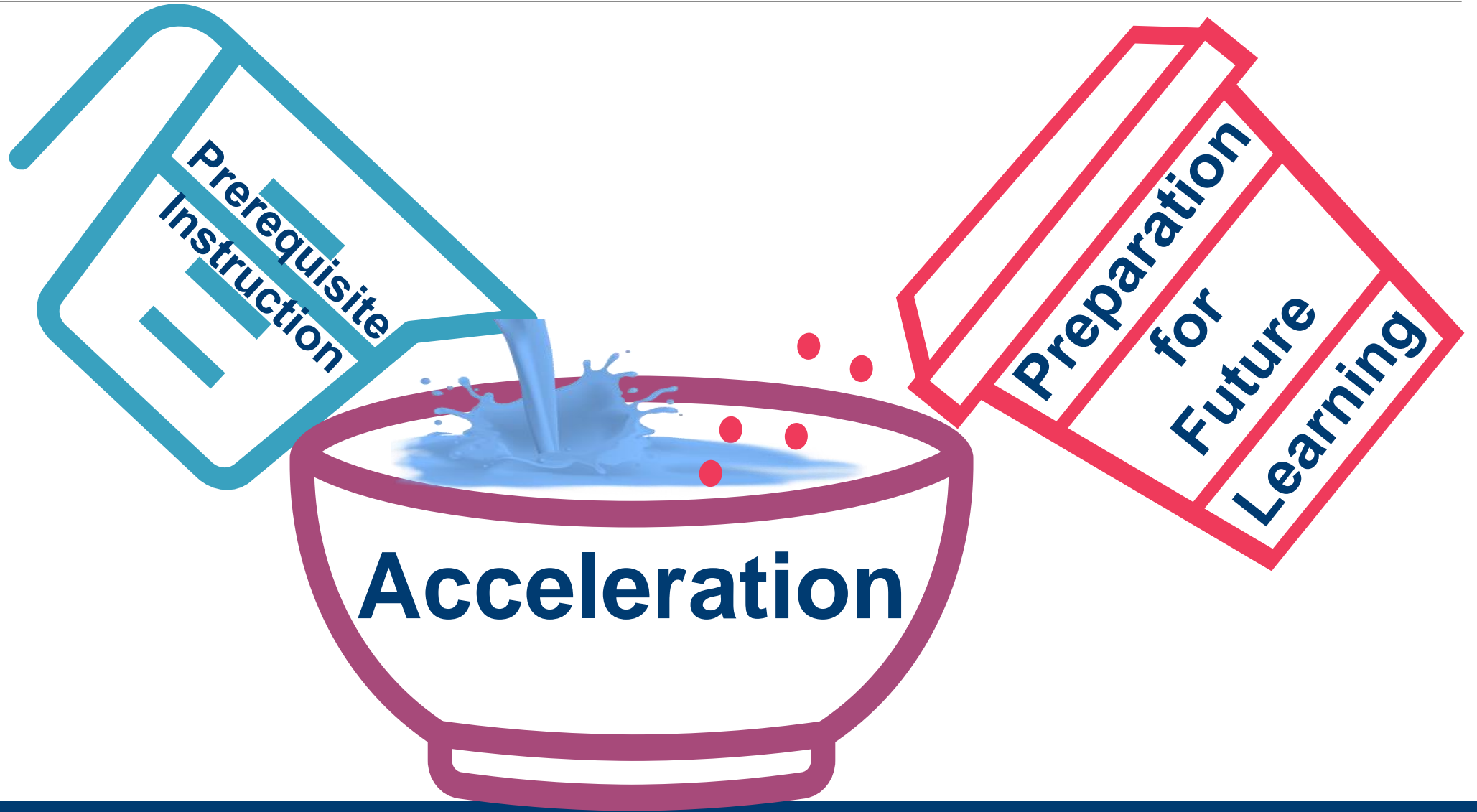
Grade-Appropriate Assignments	**Strong Instruction**	**Deep Engagement with Rich and Worthy Texts and Tasks**	**Teachers with High Expectations**

"Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content."

"Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students."

"Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons."

(Michigan Department of Education, 2021)

| Remediation	Acceleration
Low expectations for some students	**High expectations for all students**
• In some instances, the most academically vulnerable are pulled from Tier 1 instruction for remediation.	• All students have access to effective, grade-level, Tier 1 instruction focused on the essential skills and concepts for that grade.

-Michigan Department of Education, 2021
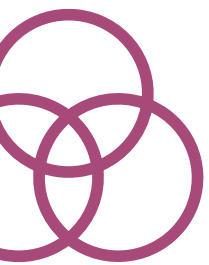
Remediation

**Just-in-case-support**

- Supports attempt to reteach <u>every</u> missing skill, based on the misconception that before students can learn new information, they must <u>go back</u> and master everything they missed

- Often focuses on drilling students on <u>isolated skills</u> that might not be relevant to current grade-level lessons

- Covers skills and concepts that students have not mastered from previous grades

Acceleration

Just-in-time support

- Supports are based on evidence of what a student knows and what they <u>need</u> for <u>upcoming lessons</u> based on clear <u>grade-level learning goals</u> for those lessons

- Provides more exposure to <u>grade-level essential skills</u> and concepts by aligning supports with <u>current</u> classroom instruction

-Michigan Department of Education, 2021
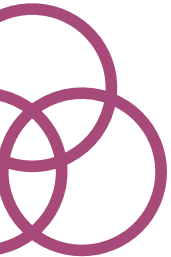
- To attain grade-level reading proficiency, students need systematic **foundational skills** instruction as well as a **robust vocabulary** and **ample exposure to academic content**.

- As a part of the **Literacy-Based Promotion Act** (LBPA), students who have been identified as having a **reading deficiency** or who have been **retained**, qualify for a transition or intensive acceleration class.

Implementation

How will we prepare for accelerated instruction?

Components of Accelerated Instruction

Tier 1 Instruction

- 90-to-120-minute uninterrupted block

- Includes whole-group and small-group instruction

- Data-driven differentiation

- Centers focused around the five components of reading

Intervention

- Time determined by intervention program

- Documented, individualized, evidence based, and data-driven instruction

- Weekly progress monitoring

- In accordance with MTSS framework

Acceleration

- 30 to 60 minutes

- Exposure to upcoming skills

- Critical vocabulary instruction

- Frequent formative assessments

- Opportunities to master RL and RI standards within other content areas

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Tier I instruction is the KEY to accelerating learning because it is:

- Instruction that **ALL** students receive

- Prioritizes **grade-level+** content

- Requires a focus on **simultaneously** teaching:

    - prerequisite skills

    - core academic subjects

    - grade-level content with high quality texts

Teacher-led small-group Instruction should include:

- 20-30 minutes of daily instruction

- Drills of phonics, sight words, and/or fluency

- Opportunities to practice new skills in connected text

Keep in Mind

Computer programs are a great **resource for Tier II or Tier III. However, these programs are most effective when paired with teacher-led interventions**

Progress monitoring assessments may include short teacher-made assessments or assessments that are provided with your intervention program.

Examples of Progress Monitoring Tools

- Running records

- Classroom observations

- Formative assessments

- Decodable word lists/passages

Keep in Mind

Students should be assessed on the exact skill supported through instruction; you may not see growth if the probe is too broad and/or focuses on multiple skills.

- What tools have you used for progress monitoring at your school?

- How are you utilizing this data to plan your next steps for instruction?

CONSISTENTLY track progress to:

- ensure growth in deficit skills
- quickly transition to new skills
- plan next steps for instruction
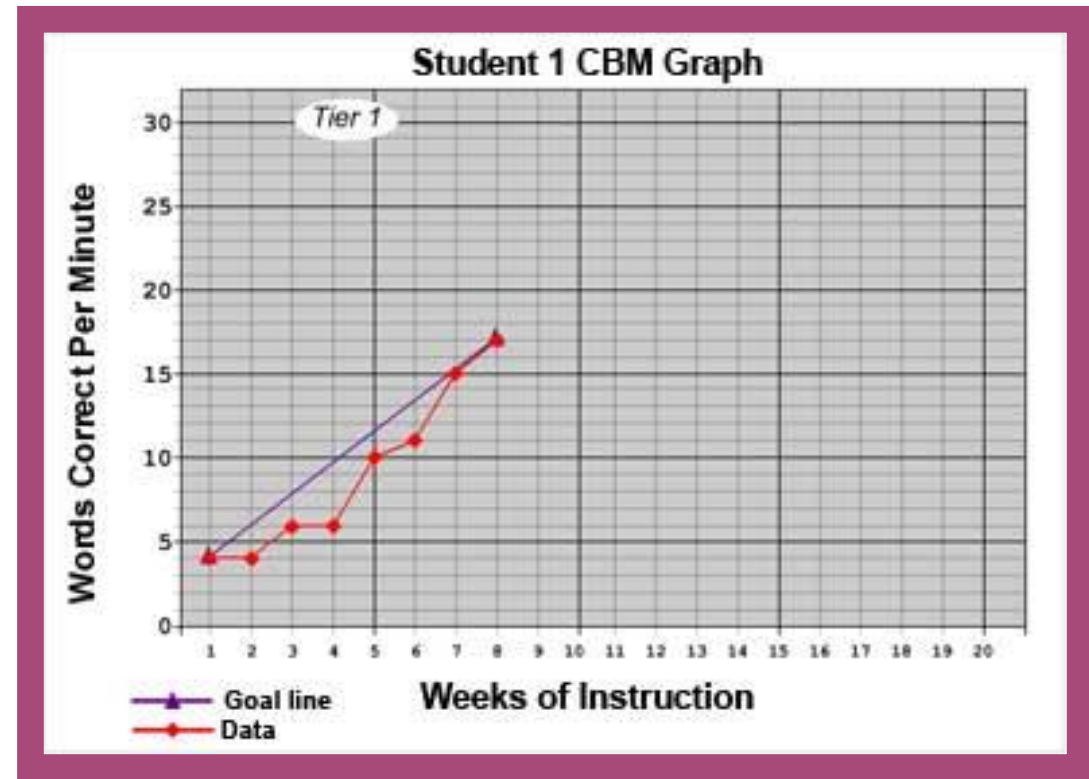
Online Charting Resource

Instructional Components

Tier 1 Whole-Group Instruction (70 Minutes)

Phonics and Fluency
(20 Minutes)
- RF standards
- 6 syllable types
- Word and sentence dictation
- Decodable texts (for fluency)

Explicit Vocabulary Routines
(20 Minutes)
- Identify key words in context
- Morphology
- Greek and Latin roots

Comprehension
(30 Minutes)
- Texts that are rich in historical, scientific, and/or literary content
- Activate prior knowledge
- Class discussion and TDQs
- Gradual release of responsibility

Tier 1 Small-Group Instruction (20 Minutes)

Independent and Teacher-Led Centers
Based on the 5 Components of Reading
Data-Driven Differentiation

"Power Hour/W.I.N./Acceleration" (30-60 Minutes)
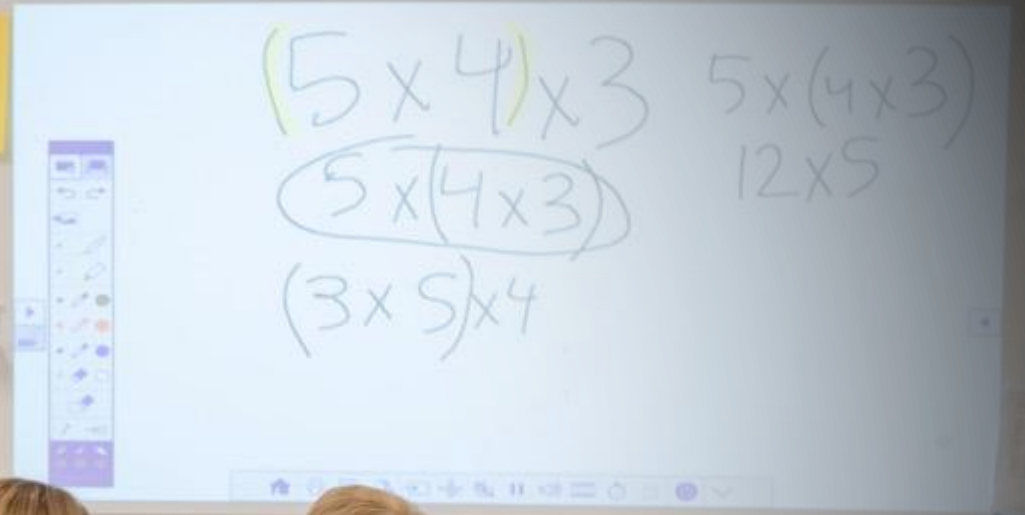Data-Driven and based on students' needs

Instruction (Pre-Teaching upcoming skills and vocabulary)
Intervention for Tiers 2 &3
Enrichment for students that are on-level or advanced

Executing Acceleration

How do we deliver acceleration in the classroom?

Identify the most critical prerequisite instruction

Plan your approach to diagnosing students' unfinished learning

Update curriculum materials and engage in training

Monitor students' progress

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Identify the specific content needed to be taught within a grade-level standard

Determine the knowledge and skills a student currently possesses that relates to the standard

Identify previous standards that build toward the grade-level standard

Uncover gaps in a student's knowledge that would contribute to challenges in accessing the standard

Develop an acceleration plan to ensure students meet grade-level standards

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Remediation Approach:

- Choose a leveled text students can read

- Remediate a bulk of skills that may or may not be related to the text or concept

- Cover skills and concepts that students have not mastered from previous grades
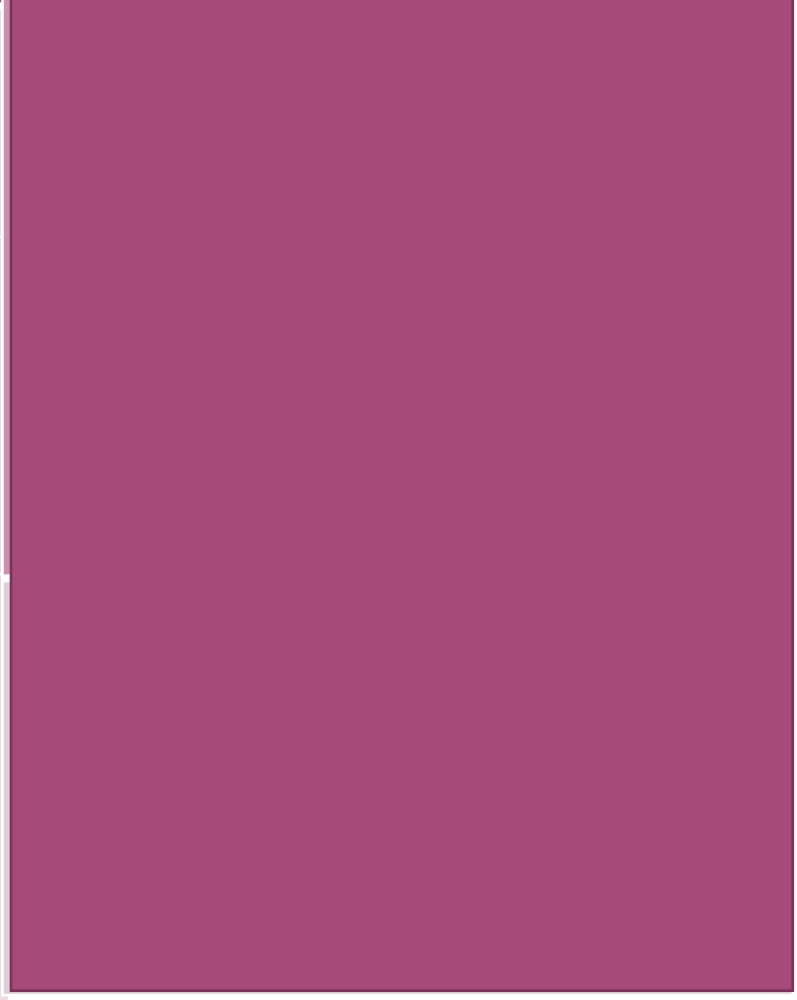
Acceleration Approach:

- Utilize a grade appropriate-complex text for instruction

- Consider what content knowledge students will need to access similar content

- Build knowledge intentionally to supplement the learning (build in scaffolds for accessing and building background knowledge)

Adapted from the Michigan Department of Education, 2021

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	RI Standard 9	Changes
3rd Grade	Compare and contrast the most important points and key details presented in two texts on the same topic	Compare and contrast ⬇
4th Grade	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	Integrate information ➕ Write or speak about the subject ⬇ Information from two texts
5th Grade	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	⬇ Information from several texts

	RL Standard 9	Changes
3rd Grade	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	
4th Grade	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures	
5th Grade	Compare and contrast stories in the same genre on their approaches to similar themes and topics	

	RL Standard 9	Changes
3rd Grade	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	...themes, settings, plots ⬇ ...treatment of similar themes, topics, and patterns ✚...in stories, myths, and traditional literature from different cultures
4th Grade	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures	
5th Grade	Compare and contrast stories in the same genre on their approaches to similar themes and topics	...similar themes and topics ➡ ... same genre ✚...approaches to similar themes and topics

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Example 1: Think about a 3rd grade classroom. Some of the students have unfinished learning related to foundational skills. Now they are confronted with reading a third-grade complex and culturally relevant text.

The teacher, Ms. Martinez, does not cover everything that students did not finish. Instead, she determines through data that some students need support in blending multisyllabic words. During planning, Ms. Martinez determined some of the words that students would encounter in the complex text that might be difficult for students to decode. During acceleration time, she used a decoding strategy to help students read and practice multisyllabic words.

First..
- Considered data from screener and diagnostics administered after the screener
- Identified needed support in multisyllabic words
- 40% scored below level in phonics

Next...
- Considered prerequisite concepts with support from Vertical Progression Document for RF.3.c (long vowels with final –e and vowel teams and 2-syllable words)

Then...
- Determined a date to teach decoding multisyllabic words from text to acceleration group *before* the text is encountered with entire class
- Used decoding routine

Finally...
- Instructed the entire class with the complex text
- Supported students in Tier 1 with appropriate scaffolds
- Assessed the content
- Continued high-quality instruction

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Example 2: Starting in February, students will begin a unit on Civil Rights in Mr. Malone's 4th grade classroom. He has identified some critical vocabulary, such as boycotts, fairness, equity, etc. that needs to be known prior to beginning this unit. Mr. Malone also determined some content that needs to be known before teaching the unit, such as discriminatory treatment of African Americans and other minorities, discriminatory laws, etc. He will address the critical vocabulary and background knowledge for students with unfinished learning **BEFORE** the unit begins in the core classroom. **On-level and advanced students will learn the vocabulary and background information when the unit is taught.**

First...

- Considered data from screener and diagnostics administered following the screener
- 48% of class scored below level in vocabulary
- 36% scored below level in phonics

Next...

- Identified critical Tier 2/Tier 3 vocabulary from text
- Considered some critical Tier 1 words for English language learners
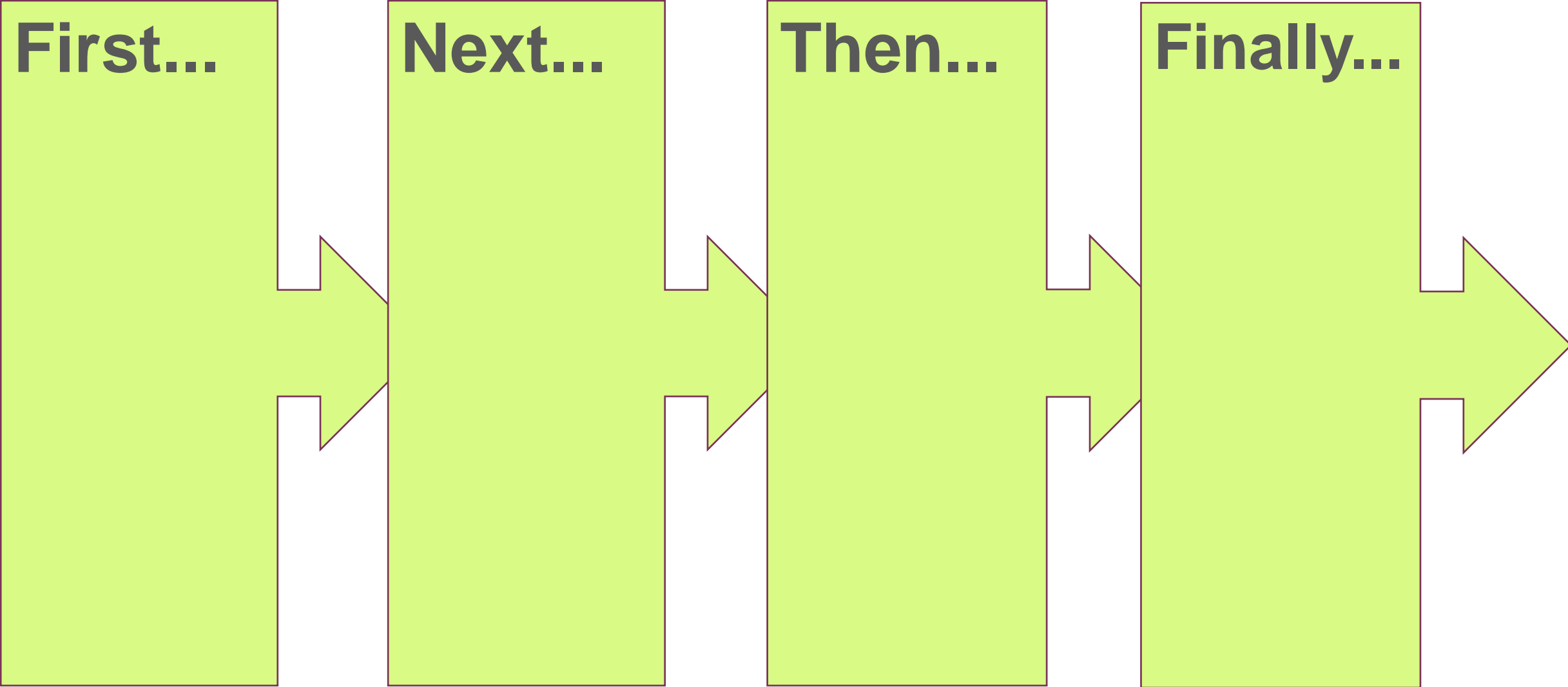- Considered prerequisite concepts

Then...

- Determined a date to teach those identified words and concepts to acceleration group *before* teaching to entire class
- Used an explicit vocabulary and decoding routine

Finally...

- Taught the vocabulary words to the entire class with an explicit routine
- Assessed the vocabulary words
- Continued high-quality instruction

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Scenario 3: Ms. Carol is a 5th grade teacher who has analyzed her data and determined that many of her students are below-level in vocabulary. Her administrator has set a school-wide goal to increase vocabulary development at all grade-levels.

- How could accelerated learning benefit Ms. Carol's students' achievement?
- What steps should Ms. Carol take to facilitate accelerated learning in her classroom in the area of vocabulary?
- Are foundational skills important in this context?
- What MS-CCRS should be considered?
- What would you do to facilitate accelerated learning?

First...

Next...

Then...

Finally...

Scenario 3: Ms. Carol is a 5th grade teacher who has analyzed her data and determined that many of her students are below-level in vocabulary. Her administrator has set a school-wide goal to increase vocabulary development at all grade-levels.

- How could accelerated learning benefit Ms. Carol's students' achievement?
- What steps should Ms. Carol take to facilitate accelerated learning in her classroom in the area of vocabulary?
- Are foundational skills important in this context?
- What MS-CCRS should be considered?
- What would you do to facilitate accelerated learning?

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Resources

Helpful links as you prepare for reading success

Resources for Teachers

- MS-CCR Standards

- MTSS Guidance Document

- ELA Scaffolding Document

- ELA Vertical Progression Document

- TNTP Article

- Steps for Implementing an Intensive Acceleration Class

If you have questions, please email askacoach@mdek12.org

The "***Ask A Literacy Coach***" button is also available on the MDE 'resources for teachers' page.

MTSS or IRPs:
Laurie Weathersby, Student Intervention Services K-12
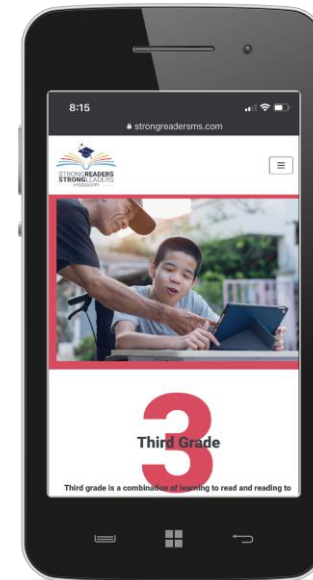601-359-2586   lweathersby@mdek12.org

EL Services:
Sandra Elliott, EL Intervention Support Specialist Pre-K-12
601-359-2586   selliott@mdek12.org

State Assessments and Universal Screeners:
Melissa Beck, K-3 Assessment Coordinator
601-359-5245   mbeck@mdek12.org

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Strong Readers Strong Leaders Mississippi

Strongreadersms.com website developed to help families assist children with building their reading skills. The site provides activities, resources and information for children from birth through grade 5 to become strong readers.

Czupryk, Bailey Cato. "Introducing the Updated Learning Acceleration Guide." https://tntp.org/blog/ post/introducing-the-updated-learning-acceleration-guide. Accessed 15 September 2021.

Michigan Department of Education. "Accelerated Learning." www.https://www.michigan.gov/documents /mde/AL-501-Acc_v_Remediation_724453_7.pdf. Accessed 15 September 2021.

Piontek, Olivia. "Reading." https://caocentral.wiki/reading. Accessed 15 September 2021.

Amanda Malone

MDE Literacy Coach

amalone@mdek12.org

Summeral Newman

MDE Literacy Coach

summeral.newman@mdek12.org

mdek12.org

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